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ABSTRACT

The Corpus Christi Literacy Council (CCLC) is an independent, non-profit educational organization operating through joint partnership and grant activities with Del Mar College (DMC) and community and government organizations in the Corpus Christi (Texas) area. The major purposes of the council are to establish comprehensive reading programs for illiterate and functionally illiterate adults and to identify, support, and expand other local literacy projects. Among CCLC programs are one-on-one tutoring services; Project Advance, which provides classes in conversational English and basic literacy; the MicroRead Program which offers computer-assisted and classroom instruction at DMC's West Campus; satellite literacy programs; a computer-assisted literacy lab; and tutor-training for other agencies. In its 6 years of operation, the CCLC has served a total of 1,949 students, and certified 1,173 volunteer tutors. Among the agencies and organizations which have undertaken joint/partnership grant efforts with CCLC are DMC; a workforce development corporation; the local housing authority; and public libraries. In creating such partnerships, it is important to block out individual and joint responsibilities, engage in careful and detailed planning, and obtain necessary funding. Brief descriptions of CCLC's joint projects; a sample Project Design Chart; information on writing and monitoring partnership grants; pie charts indicating CCLC funding sources and expenditures; and a detailed description of DMC's Computer Assisted Learning Laboratory are included. (PAA)

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ED 362 227

Developing Partnerships for Adult Literacy Training: College/Community Cooperation

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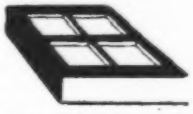

Opening Windows to the World

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DEL MAR COLLEGE

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HISTORY, PURPOSES AND PROGRAMS: CCLC

Upon the recommendation of Education Task Force `90 of Corpus Christi, in May 1986, the City Council established a permanent Commission on Literacy, afterwards known as the Corpus Christi Literacy Council (CCLC). CCLC was incorporated in June 1986 as an independent entity to serve specific educational needs of the community and soon after was granted non-profit status.

The purposes of the CCLC are to:

1. Promote the importance of literacy as a life-enriching experience which is fundamental to the economic well-being of individual citizens and Corpus Christi.

2. Establish comprehensive reading programs for adult citizens, from 17 years, who are functionally illiterate or illiterate.

3. Identify, support, coordinate and expand local literacy projects in the Corpus Christi area and work cooperatively with other South Texas cities to combat illiteracy.

One of the chief ways that CCLC meets purpose #2 is by joint/partnership grants with other community agencies. In our presentation, we have chosen to focus upon Del Mar College and the CCLC efforts, but we also are illustrating how other agencies are an integral part of this cooperative process. Prior to examining partnership grants, this packet includes, for your information, all programs presently offered by the CCLC. Without community partnerships and collaborative efforts and funding, many of the success stories we relate would not be possible.

CORPUS CHRISTI LITERACY COUNCIL PROGRAMS

The Corpus Christi Literacy Council is located at 4044 Greenwood with office space in the Greenwood Library. Regular office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday.

ONE-ON-ONE-TUTORS

Volunteers are trained and certified in a sixteen (16) hour Workshop conducted by certified Tutor Trainers to teach adult students to speak, read, and write the English language. Upon certification, tutors are assigned to students, seventeen years of age or older, reading below a fifth grade competency level or who do not speak the English language.

The majority of tutoring sessions are conducted at public tutoring sites. There are sixty-nine (69) locations within the Corpus Christi City limits as well as in the Corpus Christi Literacy Council's headquarters. CCLC continues to solicit and train an average of one hundred thirty-five (135) tutors each year to be matched with students in an effort to help with the tremendous need.

Individuals interested in receiving literacy assistance are evaluated by the CCLC staff to determine current reading level and the ability to speak English conversationally. After the initial evaluation, an application is filed until the individual can be matched with a certified tutor.

The only requirements for a participant are that he/she does not speak English or speaks English in a limited capacity, reads on or below a fifth grade level, not enrolled in a public school, and is at least seventeen (17) years of age.

PROJECT-ADVANCE

Project Advance is a classroom instruction program consisting of a conversational English and a basic literacy class. Classes meet twice a week and are held for a six month period beginning January 1 thru June 30 and again July 1 thru December 31. Approximately sixteen (16) students are served in each of these classes for a total of thirty-two (32) students.

The goal of this program is to enable the participants to increase their speaking, reading, and writing skills to a fifth grade competency level. Upon reaching this goal, students be referred to higher level education agencies.

Requirements for this program are the same as for the One-on-One tutoring program.

MICROREAD

The MicroRead program is conducted through a partnership grant funded with Job Training Partnership Act monies. This program is conducted at Del Mar College West Campus and is a mixture of computer-assisted and classroom instruction. Depending upon the current year's funds, 60 to 100 participants are served each year.

Components of the program include an ESL class, a math class for participants reading at a fourth grade level or higher, and an adult basic education class. Students reading on a sixth grade level are given Pre-GED or GED materials. Participants are enrolled for forty-seven weeks receiving 100 hours of computer time and 100 hours of classroom instruction time.

SATELLITE LITERACY PROGRAMS

The Corpus Christi Literacy Council has established satellite literacy programs in the community. A Workplace Literacy program is set up with Spohn Hospital. Tutors are certified by CCLC and the teach language and literacy classes for the employees at Spohn Hospital.

Cliff Maus Village Complex is a housing complex managed by a pastoral board through the Episcopal churches in Corpus Christi. CCLC trains tutors and places them at this housing complex to teach residents basic literacy, ESL (English as a Second Language), and GED instruction.

The First United Methodist Church of Portland is working with CCLC to establish a satellite literacy program in Portland. Robstown is another potential satellite site as the ground work is being laid to serve this community.

COMPUTER-ASSISTED LITERACY LAB

A computer-assisted Literacy Learning Lab has been added to CCLC's literacy services. Four computer learning stations are available for students to supplement their classroom or tutoring instruction. Students can sign up for one hour intervals Monday, Wednesday, and Friday between 8:00 a.m. and 5:00 p.m. And on Tuesday and Thursday evenings from 5:30 until 7:30 p.m.

Education Curriculum is available from an initial reading level through a complete GED program. Components of the program include an ESL program, keyboarding skills, and understanding a computer.

Students on a waiting list to be matched with a tutor or to be enrolled in a classroom activity can use the computer while they wait.

TUTOR TRAINING

The Corpus Christi Literacy Council provides Tutor Training to local groups and agencies as well as neighboring cities who request training. Volunteers are trained and certified in a sixteen (16) hour Workshop conducted by qualified Tutor Trainers. Upon certification, tutors are able to teach students to speak, read, and write the English language.

A person interested in becoming a tutor must be seventeen (17) years of age or older and attend a certification workshop. For more information contact CCLC at 857-5896.

PARTNERS IN JOINT GRANT EFFORTS

The following agencies have participated with the Corpus Christi Literacy Council in joint/partnership grant efforts. After the description of partners, we are including a **Project Design Chart** to show how it is necessary to block out individual and joint responsibilities. We are also including a sample of a **Program Activity Timetable** to further illustrate the degree of planning necessary in these joint grant ventures. Finally, we are including pie graphs indicating sources of funding for the CCLC and how monies have been spent for a typical budget year. We hope that this information may help others who are interested in establishing joint partnership ventures.

DESCRIPTION OF PARTNERS

Corpus Christi Literacy Council

The Corpus Christi Literacy Council has provided a literacy service to the Nueces County residents and the city of Corpus Christi for the past six years. A total of 1,949 students have been served and 1,173 volunteer tutors have been certified to date. The One-On-One tutor program is the primary program offered to adults seventeen (17) years of age and older reading below a fifth grade level. An additional 355 tutors have been certified by the CCLC Tutor Trainers for other towns within a one-hundred mile radius of Corpus Christi.

Project Advance is another CCLC program which serves approximately thirty (30) students over a six month period in a small classroom setting. The small classroom contains fifteen (15) students at a primary level and fifteen (15) students in an intermediate level. Classroom instruction is held two days a week for two hour blocks. The small classroom atmosphere offers the advantage of conversation speech in English that many participants do not have in their home settings. Sixty percent (60%) of the students enrolled have completed the course.

Del Mar College

Del Mar College offers 41 associate transfer degree plans, 45 associate occupational degree plans and 23 occupational certificate programs. DMC awarded its first degrees in 1936; a total of 28,533 degrees and certificates have been awarded by DMC in the last 56 years. A decline in certificates awarded in recent years is attributed to more students entering DMC needing remediation under TASP regulations. The average length of time it will take these students to complete a degree has increased and the retention of students through graduation is declining.

To keep up with the new demand for literacy, remediation, and GED programs, DMC has contracted with CCNC WDC and CCLC to provide for GED and literacy instruction in addition to their own GED and

remediation programs offered to the general public. Although enrollments in the GED programs are up, the percentage of students completing DMC with a GED certificate is declining because students are requiring more literacy and remediation instruction.

Corpus Christi/Nueces County Workforce Development Corporation

The Corpus Christi/Nueces County Workforce Development Corporation provides education, employment and training services to educationally and/or economically disadvantaged residents.

The CCNC WDC oversees JTPA funding from the U.S. Department of Labor through the Texas Department of Commerce and operates the Child Care Management System Program for a twelve (12) county area. Through the successful administration of JTPA programs, the CCNC WDC is experienced in performing such operational functions as intake, certification, assessment and referral, fiscal monitoring, and individual referral training programs. These services are incorporated as a WDC partner responsibility in this proposal.

The CCNC WDC has operated computer-assisted learning centers under the 8% Education Coordination Plan for more than two (2) years. Computer-assisted instruction combined with classroom instruction has successfully provided ESL, literacy, basic education, and GED instruction at multiple site locations to at-risk and dropout youth and hard-to-serve adults. During PY90, of the 510 participants at computer assisted learning centers, 404 attained a GED and/or a grade level increase. This year, enrollment levels are similar. The centers are full, no more applicants are being referred and applicants are being turned away.

Corpus Christi Housing Authority

The Corpus Christi Housing Authority has historically been successful in the implementation of new programs. This past year included the implementation of both an Emergency Housing Shelter and the Target Independence transitional housing concept. Our efforts wee highlighted by the receipt of the Outstanding Performance Award from HUD Area Office and a Certificate of Special Achievement Award of Merit from the National Association of Housing and Redevelopment Officials.

The Housing Authority has traditionally emphasized utilizing the services of other agencies in the community. This concept has allowed low cost program development which has resulted in successful programs being rapidly deployed and immediately effective. In most situations, the Housing Authority provides office space, supplies and utilities.

Corpus Christi Public Libraries

The Corpus Christi Libraries have a Career Center located in the Central Library. Approximately one-hundred (100) first-time users take part in the services provided each month. Services include workshops, job fairs, orientations, special career presentations, and how to obtain a library card. Workshops include resume writing, interviewing, the hiring process, understanding how to take employment tests, completing a federal job application, applying for college financial aid, job hunting, career change, personal appearance, and communication skills.

Over the past four years, an average of 9,190 persons used the Career Center per year. Out of seventy-one (71) workshops held over the four year period an average of 392 persons attended per year. Another successful program provided by the Library Family Literacy Department is the Read Aloud Program (RAP). This program includes the parents as well as the children as a literacy emphasis.

SER/Jobs for Progress

SER/Jobs for Progress has been most successful in providing ESL and Citizenship classes for participants involved in the Amnesty Program. The Amnesty program is a forty hour class that assists persons wanting United States Citizenship. Over two hundred (200) persons have gained their citizenship since October 1, 1990. Another thirty (30) participants are enrolled in a GED program.

SER provides day care services to all its participants to enable parents to obtain training and maintain employment. Sixty-eight (68) children under the age of five are currently enrolled.

PROJECT DESIGN CHART
PLANNED PROGRAM PERFORMANCE LABEL/OUTCOME

NAME: CORPUS CHRISTI/NUECES COUNTY WORKFORCE DEVELOPMENT CORPORATION DATE: _____

GOALS: The CCNC WDC and the partners propose to work in a coordinated partnership to provide literacy services to 80 participants meeting the criteria for educationally and/or economically disadvantaged (6th grade level and below) for the purpose of increasing their grade level functioning and providing them the opportunity of pursing more advanced training and/or employment. There is documented proof from the CCNC WDC and CCLC that additional services are needed.

SERVICE PROVIDER/ PARTNER	PROJECT OBJECTIVES	ESTIMATED TASK/ ACTIVITIES	LENGTH OF TASK/ACTIVITY	COSTS	MEASURABLE OUTCOMES
1. CCNC WDC; CCLC;SER; DMC;CCHA	1. Recruitment will consist of, but not limited to: each partner networking with existing recruitment resources.	1. Notification in writing of the availability of program to social services agencies in Nueces County by CCLC. Marketing efforts by CCNC WDC. Resident contact by CCHA. DMC referrals. SER will do flyer distribution at flea markets, posting at public sites, and guest appearances on locally televised Spanish station programs.	90 days for the enrollment period.	$ 2,000 CCNC WDC	1. Recruit applicants eligible for literacy services to meet desired enrollment level of 60 participants.
2. CCNC WDC	2. To certify eligible JTPA applicants.	2. Intake/Eligibility staff will document and verify JTPA 8% eligibility for applicants for referral to testing, assessment, and possible referral to CCLC.	90 days for the enrollment period.	(See item #1)	2. Certified individuals set up for testing.
3. CCNC WDC	3. To determine grade level functioning of applicants for referral to CCLC or other agencies.	3. Applicants will be given the FRI (reading) and WRAT (math) to establish grade functioning level. If an applicant scores above 6th grade level he/she will be referred to other appropriate programs within the WDC or other agencies in the community.	(Same as above)	(See item #1)	3. Refer certified individuals to CCLC for further assessment for literacy program.

SERVICE PROVIDER/ PARTNER	PROJECT OBJECTIVES	ESTIMATED TASK/ ACTIVITIES	LENGTH OF TASK/ACTIVITY	COSTS	MEASURABLE OUTCOMES
4. CCLC	4. Provide orientation on participation in the program.	4. Participants attend orientation meeting. Participants complete CCLC student application, EDP and OTCP forms. Participants receive instruction on use of computer programs and audio-visual aids.	Sixteen (16) two-hour orientation meetings held twice weekly during the enrollment period.	Approximately 48 hours CCLC program coordination staff time.	4. Eighty (80) participants enrolled in Micro-Read.
5. CCLC	5. Participants will be screened for visual acuity.	5. Eye examination by volunteer optometrists will be given to participants demonstrating a need for corrective glasses.	Over a 12 month period.	Approximately $5,360 In-kind Donation from 8 optometrists. Approximately 16 hrs. coordination staff time.	5. Counseling notes will reflect students who receive these services. Better performance via increased reading skills should be a result.
6. CCPL CCLC	6. Career information Specialist will familiarize participants with library resources in the Employment Career Center and business section. CCLC staff will give instruction in resume writing, job search and job keeping skills. Multi-media resources such as video tapes, computer software and graphics will be used to teach an intense job readiness training.	6. Participants will complete a Goal Setting, self-assessment skills inventory, prepare a resume, and practice interviewing skills in mock interviews.	20 hours per participant.	Four (4) hrs. orientation and assistance by CCPL staff. Sixteen (16) hours CCLC staff time.	6. Participants will be knowledgeable and capable of doing research that can aid them in employment, educational, and career choices. Registration with TEC, 10% or eight(8) participants will be placed in unsubsidized employment.

SERVICE PROVIDER/ PARTNER	PROJECT OBJECTIVES	ESTIMATED TASK/ ACTIVITIES	LENGTH OF TASK/ACTIVITY	COSTS	MEASURABLE OUTCOMES
7. CCLC DMC	7. To offer participants functioning below the 4th grade level, primary reading classroom instruction using lessons with a phonics approach. Participants will complete a minimum of 66 hours of classroom instruction. Two separate classes will be formed (approximate enrollment forty-eight (48) participants).	7. A reading/writing/spelling instructor will offer 1½ hour sessions twice a week that will cover 1 lesson per class for a total of 132 lessons in the program year. Participants will have student workbooks from the Challenger Adult Reading Series or Laubach Way to Reading Skill books. Participants will complete assignments that review each lesson - plus supplementary materials.	Over an 11 month period.	$12,000 Tuition $3,200 Instruction, $1,275 Materials DMC will provide sites as in-kind ($2,500 rent & utilities). CCLC supplies instructor and materials.	7. Participant will learn how to decode new words and develop a reading vocabulary. Reading comprehension levels will be raised. Enhance self-confidence and motivation to read. Receive instruction on the skills and techniques necessary for being a successful adult learner. Sixty percent (60%) or 48 participants will increase reading grade level.
8. CCLC DMC	8. To offer a participant functioning above the 4th grade reading level, advanced instruction using lessons with an instructional approach with emphasis on performance and comprehension skills. Participants will complete a minimum of 66 hours of classroom instruction. (Approximate enrollment - 20 participants)	8. A reading instructor will offer 1½ hour sessions twice a week that will cover 1 lesson per session for a total of 132 lessons for the program year. Participants will have student workbooks from the Challenger Adult Reading Series plus supplementary material.	Over an 11 month period.	$5,000 Tuition $1,600 Instruction, $393 Materials. DMC will provide sites for this component as in-kind ($1,250 rent & utilities). CCLC supplies instructor and materials.	8. Improve vocabulary and reading comprehension skills to achieve FRI post-test scores that meet performance goals. Reading comprehension levels will be raised. Sixty percent (60%) or 48 participants will increase reading grade level.

SERVICE PROVIDER/ PARTNER	PROJECT OBJECTIVES	ESTIMATED TASK/ ACTIVITIES	LENGTH OF TASK/ACTIVITY	COSTS	MEASURABLE OUTCOMES
9. CCLC SER	9. To offer a participant who is non-English speaking instruction in conversational English and beginning reading skills. Participant will complete a minimum of 66 hours of classroom instruction (Approx. enrollment - 12 participants).	9. An ESL instructor will offer 1½ hour sessions twice a week that will cover one lesson per class for a total of 132 lessons in the program year. Participants will have Laubach Way to English plus supplementary materials.	Over an 11 month period.	$3,00 Instruction $824 Materials SER will provide sites for this component as in-kind ($1250 rent and utilities). CCLC supplies instructor and materials.	9. Participant will develop English vocabulary and conversational skills. Reading comprehension levels will be raised. Enhance self-confidence and motivation to read.
10. DMC	10. To offer a participant functioning above the 4th grade level, math instruction with emphasis on problem solving. Participants will complete a minimum of 100 hours of classroom instruction. (Approx. enrollment - 20 participants)	10. Two 1 hour classes each week using pre-GED workbooks.	Over an 11 month period.	$270 pre-GED workbooks, tuition cost of $2500 at $2.50 per student hour.	10. Twenty percent (20%) or 16 participants will increase 1 grade level in math as assessed with WRAT evaluation.
11. SER & DMC	11. Participant will complete one hundred (100) hrs. of laboratory in Computer Assisted Learning and Audio-visual aids. (Enrollment - 60 participants).	11. Participant accesses pre-GED software, and audio visual aids.	Over an 11 month period.	Tuition costs of $2.50/hr. or $250 per student.	11. Twenty-five percent (25%) of participants will increase 3 grade levels. Twenty-five percent (25%) of participants will increase 2 grade levels. Ten percent (10%) of participants will increase 1 grade level.

SERVICE PROVIDER/ PARTNER	PROJECT OBJECTIVES	ESTIMATED TASK/ ACTIVITIES	LENGTH OF TASK/ACTIVITY	COSTS	MEASURABLE OUTCOMES
12. CCLC	12. To offer participants reading above the 4th grade level a book discussion seminar that will promote reading for enjoyment. (Approximate enrollment - 15 participants)	12. An Instructor will lead eleven (11) 1-hr. seminars. Seminar leader will develop a series of at least 10 discussion questions for each book to be considered by participants. Seminar participants will randomly select questions for discussion.	Over an 11 month period.	$176 Instruction $53 Materials DMC will provide site as in-kind ($75 rent & utilities). CCLC will provide instructor and materials	12. Participants will use selected materials for beginning adult readers. Counseling notes will reflect student attendance at this course. Increased reading levels should occur. Participants will link oral, reading and writing language skills into a consideration of the themes portrayed in literature. Participants should increase functioning levels in the subject areas of instruction.
13. SER & CCLC	13. Participants at the site will be provided transportation on an as needed basis. Participants will be referred to child care services.	13. SER & CCLC staff	Over an 11 month period.	RTA will provide bus tokens as in-kind ($1760 donation).	13. Enable participants to attend classes and laboratory.
14. CCNC WDC; CCLC	14. Monitor and evaluate program enrollment objectives.	14. MIS monthly reports.	Once a month for twelve (12) months plus a final report.	$7,250.00	14. Achieve enrollment and performance objectives.
15. CCNC WDC	15. Monitor and evaluate program expenditures, grant management and compliance with JTPA and contract regulations.	15. Fiscal monthly reports monitoring.	Once a month for twelve (12) months plus a final	(Included on #14)	15. Audit and final report results.

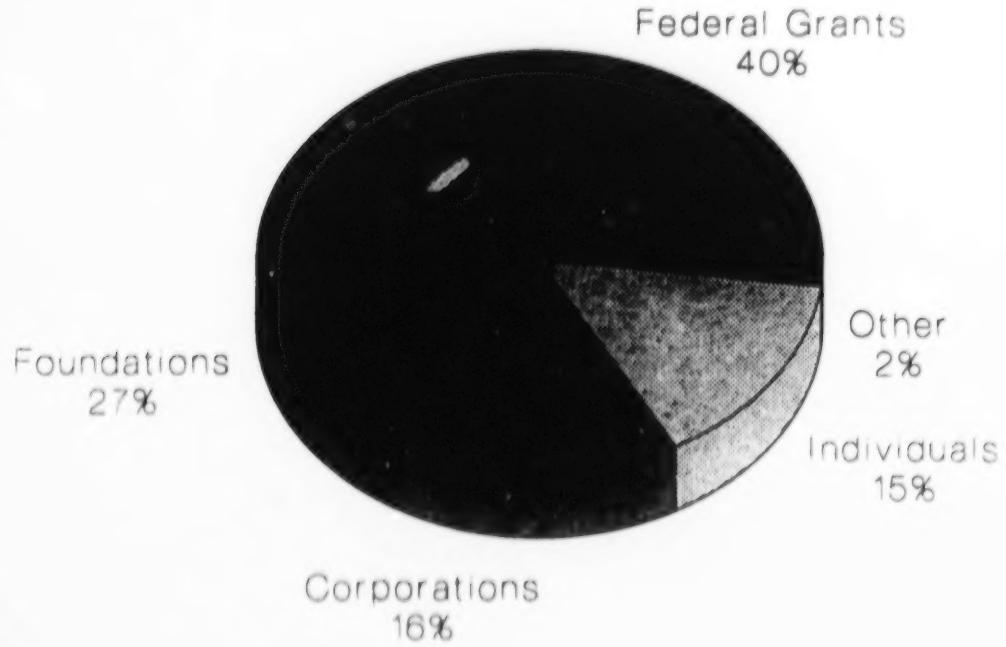
PROGRAM ACTIVITY TIMETABLE

Program Start Date: Program operation may begin within approximately three weeks of grant approval notification. The existing cooperative arrangement under 8% provides for service implementation to begin immediately after the Intake, Assessment, and Referral process. Equipment and sufficient software exist in place for program operation to begin as soon as referrals are received.

Program Activity	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
1. Recruitment, Intake, Assessment, Evaluation and Referral	X	X	X	X		X	X	X				
2. Learning Laboratory		X	X	X	X	X	X	X	X	X	X	X
3. Book Club Discussion Seminars		X	X	X	X			X	X	X		
4. Classroom Instruction		X	X	X	X	X	X	X	X	X	X	X
5. Job Readiness Training			X	X	X	X			X	X	X	X
6. Grade Level Gain Evaluation				X	X	X	X	X	X	X	X	X
7. Expenditures	$3,500	$6,385	$6,385	$6,385	$6,385	$6,385	$6,385	$6,385	$6,385	$6,385	$6,385	$6,391
8. MIS/Fiscal Reporting/Monitoring	X	X	X	X	X	X	X	X	X	X	X	X
9. TLC/Reports				X			X			X		
10. Partners Meeting for Evaluation		X		X		X		X		X		X

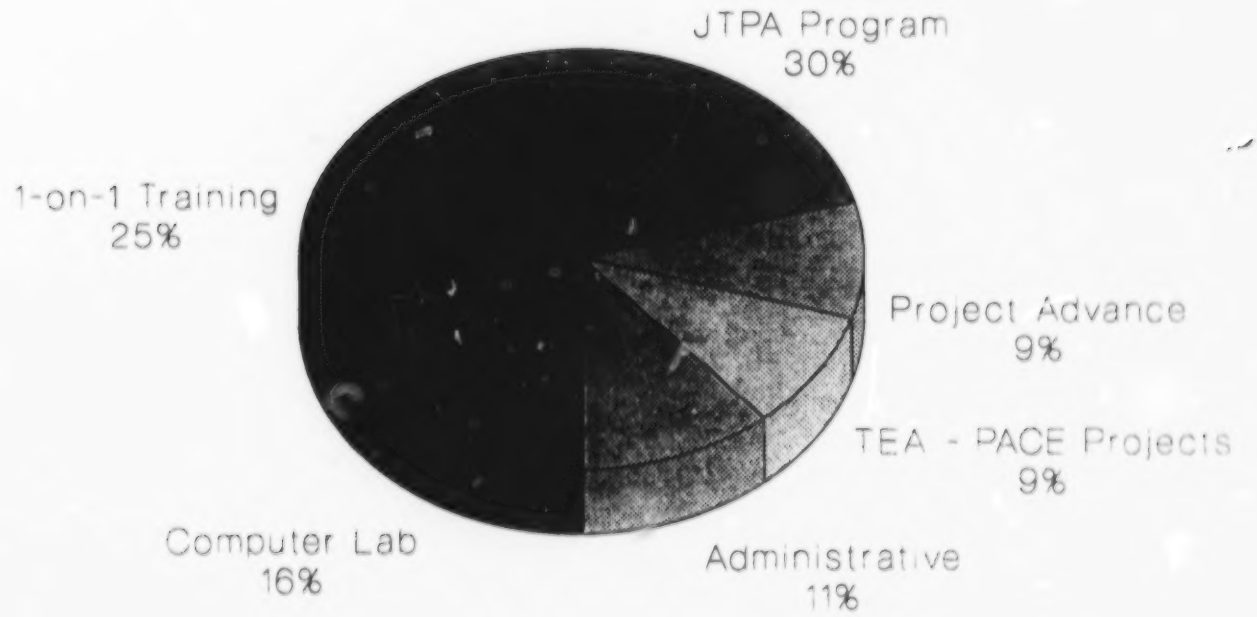
Self evaluation will occur monthly as each partner assesses their success in providing the services they are responsible for as indicated in the section on evaluation. Partner meetings indicated on the timeline of events will provide partners the opportunity to review any any areas of concern and discuss the implementation of corrective action.

Corpus Christi Literacy Council
Sources of Funding



July 1991 - June 1992 Fiscal Year

Corpus Christi Literacy Council
How the Money is Used



July 1991 - June 1992 Fiscal Year

WRITING AND MONITORING OF PARTNERSHIP GRANTS

Partnership grants must be carefully planned, coordinated, and monitored. The Corpus Christi Literacy Council began this process by identifying literacy providers in the Corpus Christi community in 1986. Potential partners included Del Mar Community College, Corpus Christi Public Libraries, Texas Employment Commission, Private Industry Council (JTPA provider), League of United American Citizens (LULAC), and Corpus Christi Independent School District.

Partners in these Federal Partnership Grants are required to meet on a regular basis to monitor the grant programs. The Corpus Christi Literacy Council has consistently partnered with Del Mar Community College and the Workforce Development Corporation (JTPA). The 92/93 Grant is the seventh of these federal partnership grants to be awarded.

Representatives from each of the partner entities meet with the Corpus Christi Literacy Council to began providing basic literacy to non-readers or low level readers who have been tested and are reading on or below a 5tn grade competency level. The first grant was prepared to be submitted through JTPA funds to provide one-on-one tutoring. Volunteer tutors as well as low level literacy students were recruited under this first grant.

A performance standard was established that required forty percent (40%) of the sixty (60) students enrolled in the program to attain one grade competency level gain in reading. Forty (40) students gained at least one reading grade level under this first grant program. To determine if students reached a one grade competency level gain, each student was tested with the WRAT (Wide Range Achievement Test) Assessment.

Students recruited for this federal program had to be economically and educationally disadvantaged and certified eligible to receive JTPA funds by the local SDA (Service Delivery Area.) All participants enrolled in the past seven grants had to meet this requirement.

(Refer to figures one and two.)

Del Mar Community College along with several of the other named partners, assisted with recruitment. Students scoring too low to be placed in GED preparation classes were referred to the Corpus Christi Literacy Council for tutoring.

Due to the success of this first basic literacy grant program, funds were made available in the 88/89 fiscal year to provide the same services. This second grant identified partners who could provide computer-assisted instruction. One-on-one tutoring was provided by the Corpus Christi Literacy Council. These partners included Del Mar College, Corpus Christi Public Libraries, Tuloso-Midway Community

Education Center, Corpus Christi ISD Adult Learning Center, and West Oso ISD.

This grant required students to be matched with a volunteer tutor for fifty (50) hours of one-on-one tutoring and seventy-five (75) hours of computer-assisted instruction. Adding the computer lab required more monitoring of the program due to the variety of sites and the need for accountability for student progress and usage of the computers. The standard was raised to forty-six percent (46%) of the students attaining a one grade competency level gain in reading.

Students were required to test with the WRAT and READ (Reading Evaluation Adult Diagnosis) assessments to determine grade level gains. This 88/89 grant was difficult to complete successfully. Performance standards for this grant program were attained with twenty-three (23) students gaining one or more reading grade levels and six (6) students entering into the workforce.

A six month grant beginning in January of 1990 changed the format of the Partnership Grants. Federal monies were obtained through the Texas Literacy Council and issued to the Workforce Development Corporation (JTPA or SDA provider) to be paid to the Corpus Christi Literacy Council as a reimbursement grant for the literacy program.

The 1990 federal grant was the first grant to pay Del Mar College a tuition for the use of the computer lab. After working with other partners, this se med to be the best

solution to keeping consistent records of students' progress using computer-assisted learning. The other computer labs were hard to monitor and spread out. Also each partner provided a different set of rules for their computers and students were confused over the different rules as well as different educational software provided.

Other changes included adding classroom instruction instead of only one-on-one tutoring. ESL (English as a Second Language), beginner literacy for the non-reader, intermediate literacy, advanced literacy, and math classes were established to instruct the students. Students reading below a seventh grade level as established by the FRI assessment and meeting JTPA guidelines were enrolled.

Also, a Job Readiness component was added. Students who did not receive at least a one grade level gain in reading could be terminated positive if they left the program because of employment. Resume writing, how to find a job, and job interviewing were just a few of the topics taught.

The performance standard set in this grant required that sixty percent (60%) of the students attain a performance objective. This standard required that ten percent (10%) attain a one grade level reading improvement, twenty percent (20%) attain a two grade level reading gain, twenty percent (20%) attain a three grade level gain, ten percent (10%) enter unsubsidized employment, and twenty percent (20%) attain a one grade level or better in math. Students received 100 hours of classroom lecture, 100 hours computer-

assisted learning, and 20 hours of Job Readiness.

(See figure 3 for grade level gain performance.)

Also shown in the graph is the fourth federal grant attained through the Texas Literacy Council. This grant 92/93 will complete June 30, 1993. Todate, the performance standards have been met and will reflect higher gains than shown on the graph as June 30, 1993 nears.

Partnership grants are the only way at this time to receive federal monies for low level literacy grants. Programs must have a history of success as literacy providers or must be new and innovative. The common factor is that local literacy providers combine forces to avoid the duplication similar literacy programs. Another essential is that literacy providers network in producing a quality program and meet on a regular basis.

CORPUS CHRISTI
LITERACY COUNCIL / JTPA
Partnership Grant

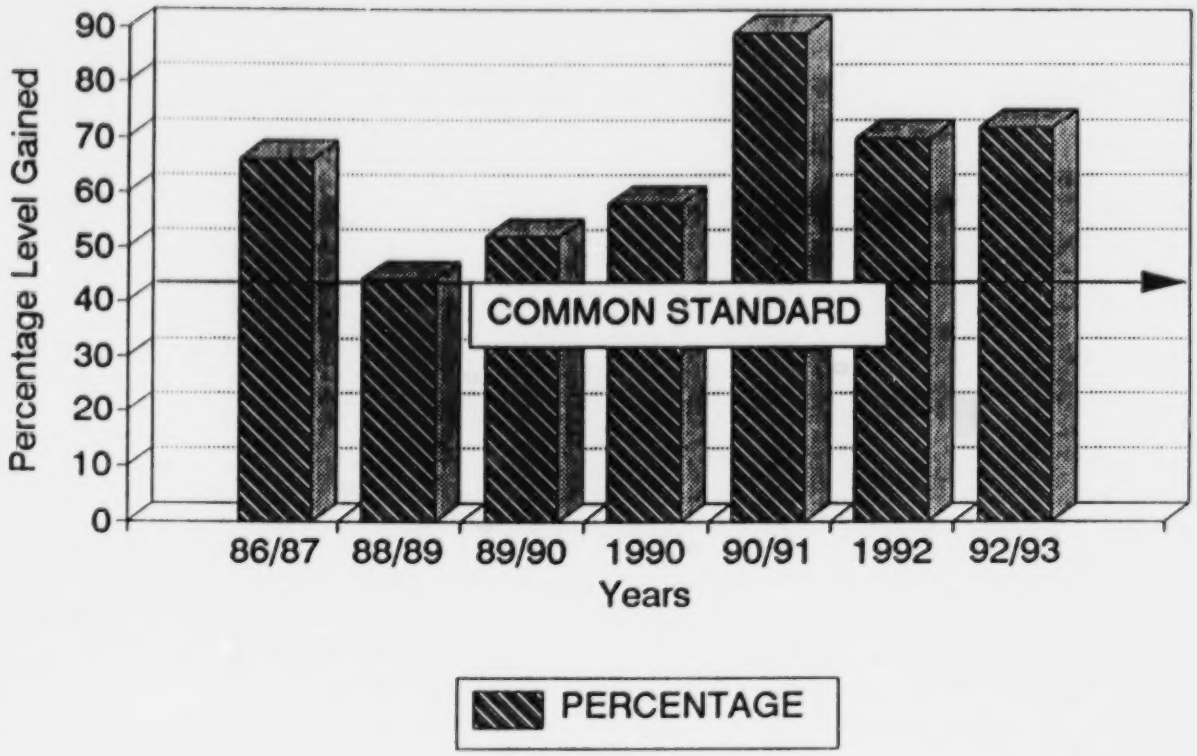


Figure 1

CORPUS CHRISTI
LITERACY COUNCIL / JTPA
Partnership Grant

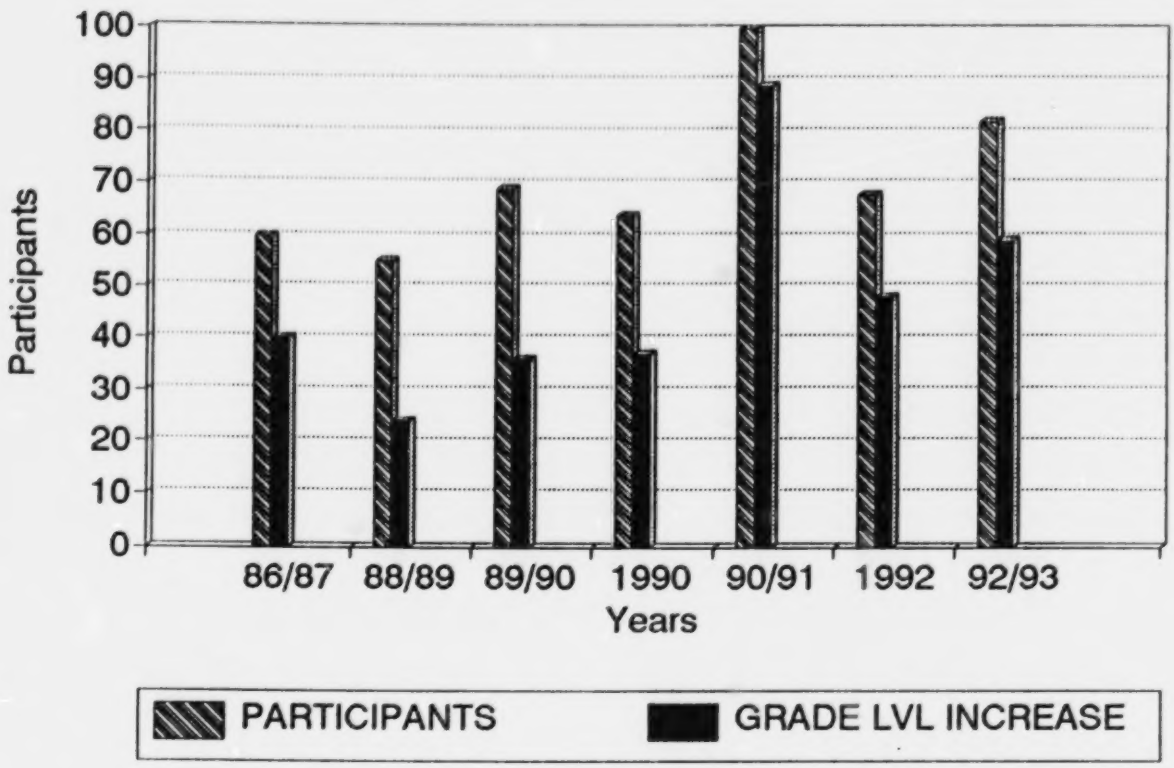


Figure 2

GRADE LEVEL GAINED

Partnership Grant

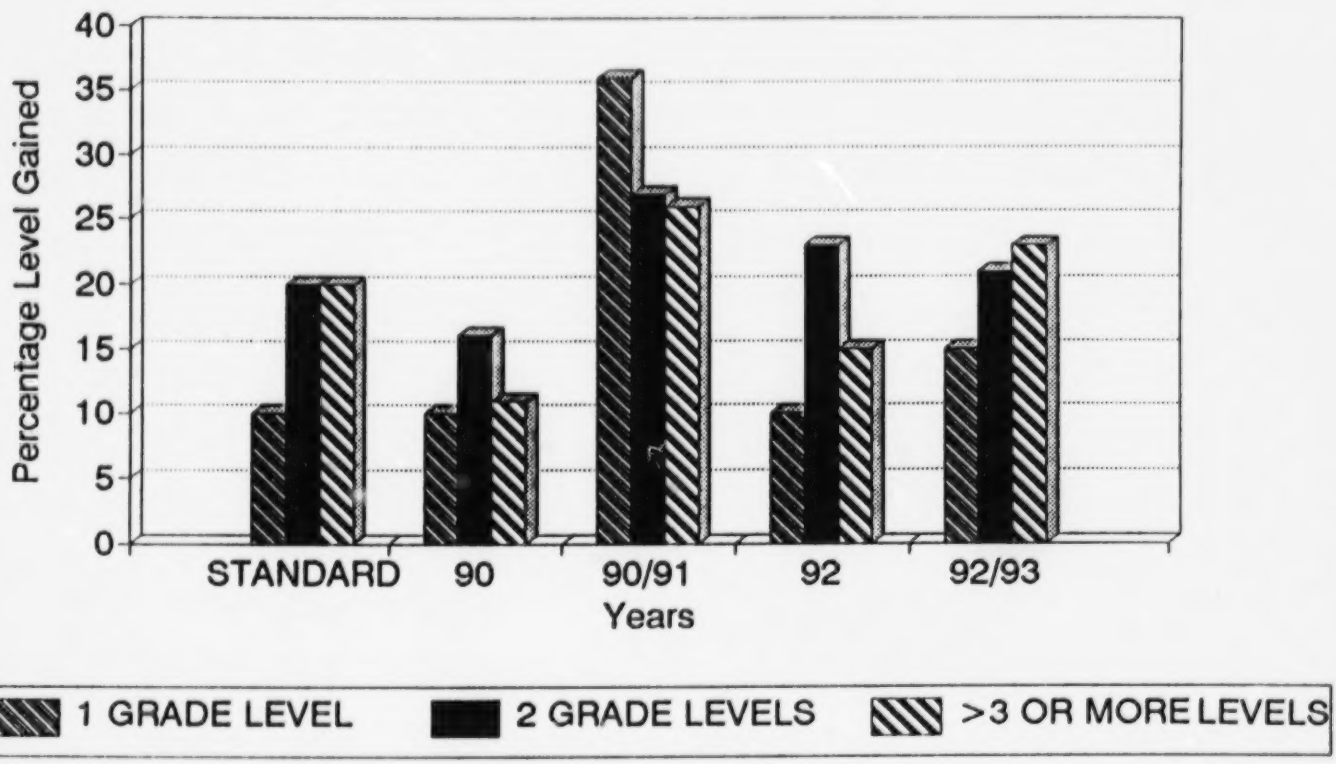


Figure 3

TEACHING WITH CAL

Juan Flores

The Computer Assisted Learning Laboratory (CAL) is one of several tutorial laboratories at Del Mar College. Equipment and materials were purchased with a Carl Perkins' grant so that educational assistance could be more efficiently provided to students who are classified as Limited English Proficient (LEP).

CAL is currently made up of 12 Apple 2GS computers, 12 MacIntosh LD with one MacIntosh SE30 and Rodine acting as a file server for the network. The file server retains all lessons within its memory and disperses lessons to registered students who request it. Students also have access to four audio cassette carrels, four audio visual cassette players with monitor, and a substantial library of learning materials on computer diskette, audio cassette, audio-visual cassette, with a wide assortment of reference books on English, English as a Second Language, phonics, social studies, science, mathematics, and job skill readiness.

While CAL primarily provided assistance to LEP students, it provided tutorial assistance to other students as well. Beginning in August of 1990, students who utilized the CAL were required to register with the computer network and fill out a registration form in order to gain access to laboratory materials. Students who were not registered were denied access to the network and had limited access to other materials. For statistical purposes, students of CAL were classified under several combinative categories.

1. Vocational -- A vocational student of Del Mar College.

2. Non-Vocational -- Del Mar student who is either undeclared or who has no interest in pursuing a vocational career.

3. Prevocational - Student who is attaining a General Education Diploma at Del Mar and is interested in a vocational career.

4. Non LEP -- Student at Del Mar who has proclaimed himself as one proficient in the English language.

5. LEP -- Student at Del Mar College who has proclaimed himself as deficient in the English language and who studies at the CAL lab to improve his language skills.

6. JTPA/LEP -- Student who is receiving JTPA financial aid and who is deficient in the English language.

7. JTPA/NON-LEP -- Student who is receiving JTPA financial aid who has proclaimed himself as one proficient in the English language.

Students were classified under nine more combinative categories that included College Student, GED Student, Company Student, Literacy Council Student, and Walk-In Student. All classifications included LEP and NON-LEP.

GENERAL BACKGROUND

All students who utilized the Lab were pre-registered and kept on a computerized file with the CAL (Network). Laboratory hours were from 8:30 am until 9:30 pm Monday through Thursday and 8:30 am until 12:30 pm on Fridays. One-on-one tutorials were by appointment. Students could receive up to one hour of personal assistance in almost any given subject per day. CAL also had in service four student work-studies and seven student volunteer tutors from the College's department of Mental Health. Two volunteer literacy tutors were on hand, and one ESL volunteer instructor gave class instruction to students of ESL every Tuesday and Thursday from 10 am until 11:30 am. A volunteer instructor provided group tutorials in spelling from 7:30 am until 8:30 am every Tuesday through Thursday.

USAGE OF CAL

By October 31 of 1990 (2 months), 258 students had registered access to materials in the CAL Lab. 21 percent comprised vocational students; 20 percent comprised non-vocational students, and 59 percent comprised pre-vocational students. Of these students, 73 percent identified themselves as students of Limited English Proficient. Of both groups, 4 percent were JTPA/LEP, and almost 2 percent were JTPA/NON-LEP (See Attachment 1).

Further breakdown of those utilizing the CAL Lab indicate that almost 2 percent were company sponsored students such as Southwestern Refinery. 27 percent were students sponsored by the Corpus Christi Literacy Council. 14 percent were self-directed students with no sponsorship.

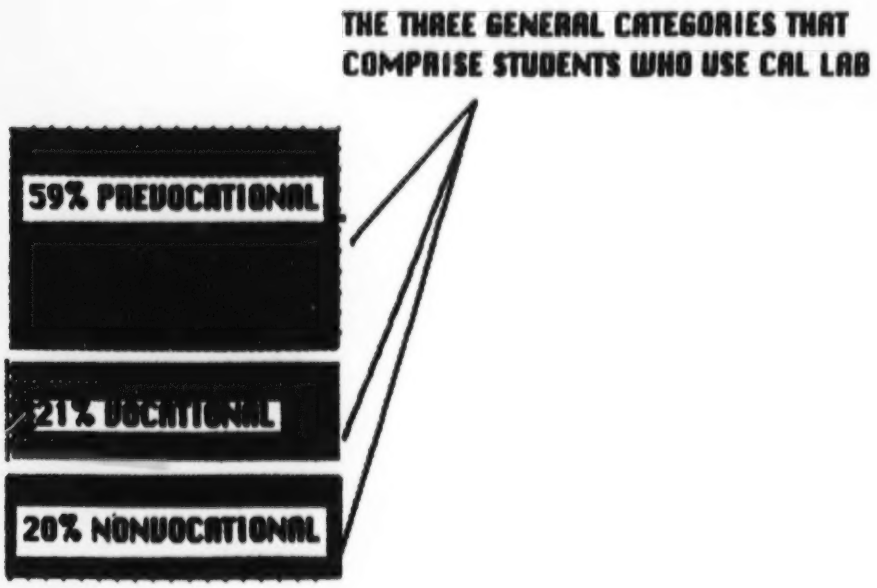
ETHNICITY

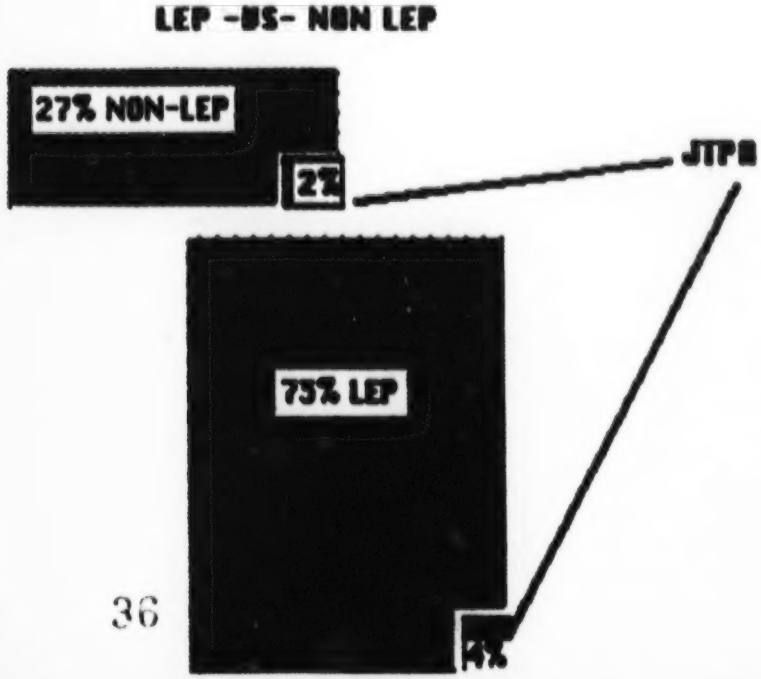
Students who utilized the CAL Lab were divided into six categories of ethnicity: White, American Indian, Black, Asian Pacific, Hispanic, and Other. 29 percent were White; 2 percent were American Indian; 7 percent were Black; 3 percent were Asian Pacific; 62 percent were Hispanic (See Attachment 2).

WHO'S USING THE CAL LAB?

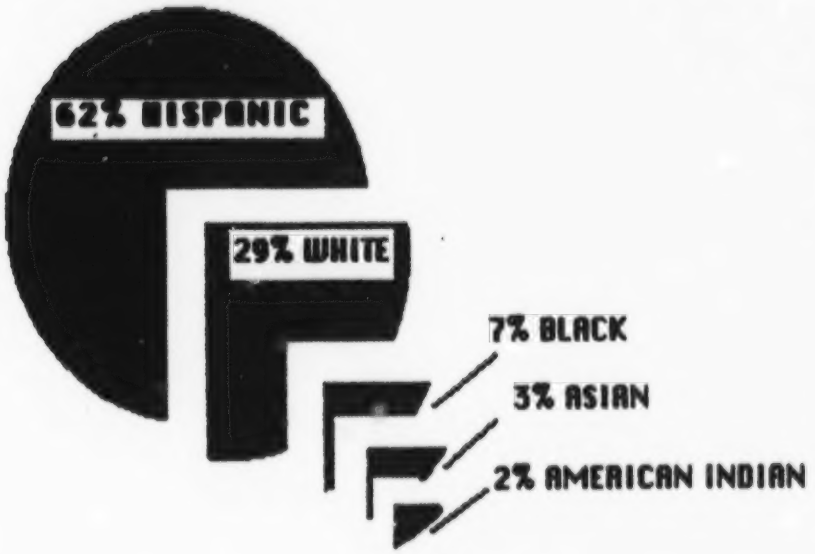
In the period from August 1 until October 31 of 1990, students utilized the Lab for 6,127 hours of learning time. This is an average of 102 study hours per day. Literacy Council students utilized the Lab for 2,733 hours or nearly 45 percent of the total time, yet Literacy Council students, including Non-MicroRead, comprised only 27 percent of those registered with CAL. Of course, all Literacy Council students identified themselves as LEP. Of the total student time spent in the CAL Lab, 86 percent or 5,269 hours comprised LEP student usage while 14 percent comprised Non-Lep student usage. This time was utilized on computer network, audio cassette, audio visual, typewriter, tutorials, and other study aids.

Attachment 1





Attachment 2



LEP STUDENTS USED 86% OF THE TOTAL TIME ON 5,269 hours

SUMMARY

Numbers indicate that student use of CAL is steadily increasing. A recent contract with Corpus Christi Literacy Council's Micro-Read program has nearly doubled the number of hours that the Lab is used and that is usually used by Prevocational and Vocational students. In comparison, students of the Micro-Read program comprise a small percent. Better time management of student use of the CAL may make things more efficient. As an example, 8:30 am until 11:30 am, 3 hours, is the time most consolidated use of the CAL. In August, 54 percent of the time spent in the CAL was in this three hour period of time. September carried 59 percent while October had nearly 52 percent. The afternoons, 12:30 pm until 4:30 pm, carry a minimal percent, 12 percent. Yet, it is in the afternoon when most of the student-help are at hand, mostly due to class schedules of student workers and student volunteer tutors. With the steady increase of students utilizing the Lab, it is also recommended that more hardware be purchased such as CD Roms, Optical scanners and MacIntosh Classic model computers. Purchases in more advanced software that is networkable is also adviced. Programs are needed in Geometry, Algebra, Chemistry, Electronics, Anatomy, and any other teaching tools that can be applied to Vocational and PreVocational students.